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## > LEADERSHIP

### How Leadership Influences Student Learning



*This article is an excerpt from the Executive Summary on How Leadership Influences Student Learning that was commissioned by The Wallace Foundation and written by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom.*

All current school reform efforts aim to improve teaching and learning. There are huge differences in how they go about it. Some reforms, for example, attempt to improve all schools in a district, state, or country at the same time. Other reforms attempt to influence the overall approach to teaching and learning within a school, but do so one school at a time. Still others, focused on innovative curricula (in science and mathematics, for example), typically address one part of a school's program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers' practices one teacher at a time.

As different as these approaches to school reform are, however, they all depend, for their success, on the motivations and capacities of local leadership. The chance of any reform improving student learning is remote unless district and school leaders agree with its purposes and appreciate what is required to make it work. Local leaders must also, for example, be able to help their colleagues understand how the externally-initiated reform might be integrated into local improvement efforts, provide the necessary supports for those whose practices must change and must win the cooperation and support of parents and others in the local community. So "effective" or "successful" leadership is critical to school reform. This is why we need to know what it looks like and understand a great deal more about how it works.

### LEADERSHIP EFFECTS ON STUDENT LEARNING

Our review of the evidence suggests that successful leadership can play a highly significant – and frequently underestimated – role in improving student learning. Specifically, the available evidence about the size and nature of the effects of successful leadership on student learning justifies two important claims:

(continued on page 7)



**AVERAGE Is Just Not Good Enough**

**January 23-24, 2006**

**16<sup>th</sup> Annual  
IPLA Winter  
Conference**

**Don't Wait! Seats are Filling Quickly!**

**WINTER CONFERENCE**

**AVERAGE**  
Is Just Not Good Enough



*The inspiration for the  
major motion picture  
"Coach Carter"*

When famed high school basketball coach Ken Carter literally locked his undefeated, state play-off bound team out of the gym and forced them to hit the books and stop counting on athletic potential as the only ticket out of a tough, inner city life, he sent a powerful message. At the podium, Coach Carter scores with hard-hitting advice about accountability, integrity, teamwork and leadership to succeed both on and off the basketball court.

### **Winter Conference Breakout Presenters Needed**

As in the past we will offer 30 breakout sessions at the 16th Annual Winter Conference, where average is just not good enough is the focus. At this time we are looking for current practitioners who are interested in presenting. If chosen by the Winter Conference Planning Committee, presenters will receive free admission to the two-day conference, a \$175.00 value. We are looking for teachers, principals, central offices personnel, etc... who can offer valuable information to varying audiences. Applications to become a presenter can be found under the Winter Conference logo on the IPLA home page at [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla). **The deadline for applications is October 1, 2004.** This is a great opportunity to share your knowledge and represent your school district to an audience of over 500 educators.

Please visit the IPLA website at [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

to view the agenda and conference details.

REGISTRATION  
OPEN TO ALL  
EDUCATORS

Only 500 Seats  
Available

indiana principal leadership academy  
**WINTER CONFERENCE**

**January 23-24, 2006**  
**Sheraton Indianapolis Hotel & Suites**  
**Indianapolis, Indiana**  
**(888) 627-7814**

Name \_\_\_\_\_ IPLA Group Number \_\_\_\_\_  
(if applicable)

First Name for Name Tag \_\_\_\_\_

Position: ☐ Principal ☐ Teacher ☐ Superintendent ☐ Other  
(check one)

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Corp/Organization Name \_\_\_\_\_

Corporation Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Participant Registration**

Regular Registration

**\$175**

This covers the cost of registration,  
a continental breakfast on Day 1,  
and a buffet breakfast on Day 2.

Total Amount Enclosed \_\_\_\_\_

**CRU Request**

If you are interested in receiving 8 CRUs  
for this conference please provide  
your Social Security Number below.

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Please check method  
of payment.

☐ Check # \_\_\_\_\_

☐ PO # \_\_\_\_\_

Make checks payable to:  
IPLA Alumni Association

**Registration Deadline is January 20, 2006**

**No Refunds After January 22, 2006**

Please indicate that you are a participant at the IPLA Winter Conference  
to receive block room rates at the Sheraton.

**Hotel reservations must be made by January 6, 2006**

Mail registration form to:

**Krista Orton - IPLA - Room 229, State House - Indianapolis, IN 46204**  
Telephone: (317) 232-9004 Fax: (317) 232-9005





## IPLA Profile



**John Marsh**

Principal, Floyd Central High School, New Albany—Floyd County Schools

### IPLA experience

Like most participants, IPLA has meant a great deal to me both professionally and personally. It has been the most impactful professional experience over time due to its commitment to core principles, practitioner based vision and servant leadership. I never leave an IPLA experience without a renewed commitment and appreciation for the importance of the work we do as educators. It has served as a wellspring for renewal, commitment, and personal and professional growth.

### Connection to IPLA

I am very fortunate to have been connected to IPLA since 1986 when I was asked to serve as a facilitator for Groups V & VI on the Jim Bates Team. I have helped facilitate Summer Team-building, and again served as a facilitator for Groups XXI & XXII through two phases. Currently I serve on a team-building facilitation team for new IPLA facilitators each summer and serve on the IPLA Alumni Board.

### Philosophy of education / leadership

My leadership philosophy is to help nurture a culture that embodies a vision driven by a determined focus, to hire talented people and to try and stay out of their way.

My educational philosophy is best encapsulated by John Goodlad's charge to introduce students to the full range of human conversation, by Elliot Eisner's aims to instill wonder and awe in life through the uniqueness of our own personal signature in life and by Thomas Merton's claim that its purpose is

*(continued on page 7)*

## Alumni Update

When I was asked to write a brief article about keeping our strong IPLA spirit and updating you on the Winter Conference, the first thing that came to mind was an article in our September issue written by Phyllis Usher, Assistant Superintendent, IDOE, welcoming administrators back to the new school year. Did you ask me why? I thought you'd never ask.

The article pulls you back to the here and now and looks to tomorrow and the future by reminding us of what we as administrators should know. If you didn't read it please do.

This leads us into the actual "Spirit and Purpose" of IPLA. The article brings to the forefront what we know and what we need to know to function in a way that helps kids and staff. It reminds us of what we should be doing on a daily basis to bring out the best in students and staff.

What else is involved with the Spirit of IPLA? The networking is essential as we try to lead people in a direction that will academically improve student learning.

We continue to applaud IPLA for the effort to bring quality speakers to our groups and annual Winter Conference. These speakers help us become better listeners, communicators, positive role models, exceptional leaders, and deal with other areas of our jobs with more knowledge and ability.

With our collective continuous efforts we can make the Indiana educational system better than ever for our kids. In order for this to happen it is imperative that we support IPLA through making use of the many opportunities that it affords us.

Even though I am going into my fourth year of retirement, I have a need to give back in as many ways as possible to the field of education, which I hope I served as well as it served me.

As we plan the 2006 Winter Conference, January 23rd- 24th, we are striving to meet the continued vision of IPLA. That vision is to bring current, useful, hands-on information that will enable principals to move ahead with particular educational programs, staff development, student achievement, parent involvement, and most importantly, new trends and changes in education.

This year's theme, "Average Is Just Not Good Enough", holds another exciting approach to helping principals to be sure that they are doing everything possible to encourage teachers and to help kids improve academically. Coach Ken Carter held his ground in regard to the importance of education even though the community and his superiors thought athletics was of greater importance. He will share his experience and the need for educators to use accountability, integrity, teamwork, and leadership to succeed both on and off the basketball court.

Richard Santana will lead us through society's attitude in judging and stereotyping based on appearances, cultural differences, even education. He credits his transformation from gang activity and low expectations to education, community programs, and teachers that made his life totally different and set him on the right path.

Register now and join us as we discuss "Average Just Isn't Good Enough", and how we can make sure that we help students rise above average, and teachers see that possibility more clearly.

—Irene Eskridge, Vice President, IPLA



*Irene Eskridge*



## > TEACHING & LEARNING

### High-Level Mathematics Expectations for All Students

Michael Roach

In 2004, Indiana participated in the multi-state American Diploma Project (ADP). As a part of this project, researchers representing postsecondary education and business leaders described the knowledge and skills needed for success [1]. The study also found a great deal of alignment in expectations for mathematics, among two-year and four-year colleges, technical programs, as well as in preparation for the workplace. Specific recommendations include the study of

- linear, quadratic, exponential, and logarithmic functions;
- geometric proofs;
- right-triangle trigonometry; and
- data analysis.

For Indiana, the ADP recommendations suggest that students complete mathematics through Algebra II or Integrated Mathematics III.

Recent policy changes in Indiana closely match the ADP recommendations. The legislature has made Core 40 the default diploma, beginning with students entering high school in the fall of 2007 [2]. The Core 40 End-of-Course Assessment (ECA) program has been developed to measure “what students know and are able to do upon completion of targeted Core 40 courses . . . [and] ensure the quality, consistency, and rigor of Core 40 courses across the state [3].” The Algebra I ECA has been operational for two years; the Algebra II ECA is in the pilot stage and is expected to be operational in Spring 2007.

These higher expectations for students are not just of concern to high schools. Elementary and middle schools, as key components of the system, must consider how their practices — including the vertical alignment of curriculum and the management of instruction for students at varied performance levels — contribute to all students completing the Core 40 curriculum. After all, in Indiana’s mathematics standards, students in Grade 4 are expected to begin work with algebraic equations, and students in even

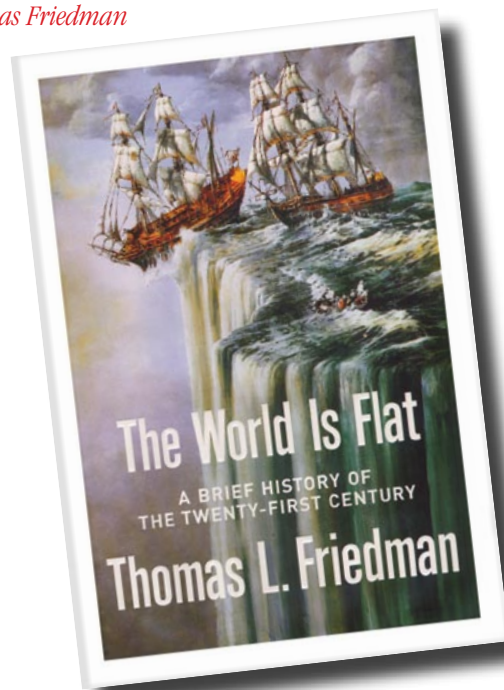
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## BOOKS FOR LEADERS

### The World is Flat

by Thomas Friedman



Written by award-winning New York Times journalist, Thomas Friedman, *The World is Flat* is a timely and indispensable update on the perplexing globalization of our world. Throughout his book, Friedman sounds the alarm with a call for diligence and fortitude in the 21st century — academically, politically, and economically. He sees a dangerous complacency, from Washington through the public school system, translating the effects on individuals, communities, companies, and countries and how government and societies must adapt to these bewildering changes. A must read for leaders of change.

(From the back cover of the book)

## QUOTE CORNER

“Great people are those who can make others feel that they, too, can become great.”

Mark Twain





## > COMMUNICATION

# Building Successful Partnerships Between Home, School and Community

*Dee Jones, President, Indiana PTA*

The importance of partnerships/relationships between home, school and community are more crucial to our children's success today than ever before in history. The mandates of No Child Left Behind/PL221 require parent involvement in our schools. We all agree that accountability has its place, so where is the accountability for parents and guardians? It is our collective responsibility to hold parents accountable by empowering them to impact student achievement through two-way communication.



*Dee Jones*

Did you know that there are National Standards for Parent/Family Involvement? These research based standards were developed by The National PTA building on the six types of parent involvement identified by Joyce L. Epstein, Ph. D., of the Center on School Family and Community Partnerships at Johns Hopkins University. The standards were designed for use in conjunction with other national standards and reform initiatives in support of children's learning and success.

### THE STANDARDS ARE:

- I. **Communicating** - Communication between home and school should be regular, two-way, and meaningful.
- II. **Parenting** - Parenting skills are promoted and supported.
- III. **Student Learning** - Parents play an integral role in assisting student learning.
- IV. **Volunteering** - Parents are welcome in the school, and their support and their assistance are sought.
- V. **Decision Making and Advocacy** - Parents are full partners in the decisions that affect children and families.
- VI. **Collaborating with Community** - Community resources are used to strengthen schools, families and student learning.

Communication is the most important of the standards and is the foundation upon which the other standards are built. It is important for schools to reflect on how we communicate with parents. What are the tools used to communicate? Are the tools being used effectively? We live in a society that wants things at our fingertips, email works great but the personal touch remains the most effective method of communication.

More than 35 years of research has proven beyond dispute the positive connection between parent involvement and student success. Effectively



engaging parents and families in the education process provides the following benefits.

### THE BENEFITS FOR STUDENTS INCLUDE:

- Higher grades, test scores and graduation rates
- Better school attendance
- Greater enrollment in postsecondary education

### THE BENEFITS FOR TEACHERS INCLUDE:

- Greater morale
- Increased teacher effectiveness
- Greater job satisfaction

### THE BENEFITS FOR PARENTS INCLUDE:

- Improved communication with teachers
- Increased education skills
- Improved attitude toward school and school personnel

When we ask for volunteers in our schools, there is a need to refocus how we are utilizing their skills and provide training opportunities. There is a need to shift how volunteers can have an impact on student achievement. Volunteers serve many roles and are a necessity if our students are to be successful in school and life. Most people don't volunteer because they are not asked. This proves especially true when it comes to male involvement.

To help schools and communities better understand how to implement the standards to create quality programs, The 2000 National PTA authored *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs* in 2000 and launched the Building Successful Partnerships Program. The book is being used in Education Classes at Ball State, Manchester College and the University of Southern Indiana.

For more information or to schedule a presentation, please visit us on the web at [www.indianapta.org](http://www.indianapta.org), or contact me via email at [deejonespta@yahoo.com](mailto:deejonespta@yahoo.com). Indiana PTA has nine presenters across the state available to provide this professional development experience. The Indiana PTA and our partners are here as a resource to all schools as we speak for every child with one voice.



(MATHEMATICS continued from page 5)

earlier grades work with patterns and number properties that form the basis for understanding algebra.

The Department of Education recognizes the challenge we all face and has provided a number of resources to support schools in helping students meet these higher expectations:

- Indiana's Academic Standards & Resources website [4] provides lessons, activities, and informal assessments directly tied to Indiana's K-8 mathematics, Algebra I, Geometry, Algebra II and Integrated Mathematics I, II, and III standards.
- The RFP for the Indiana Algebra Readiness Initiative grant is currently posted [5], with applications due January 16, 2006.
- Indiana's Surveys of Enacted Curriculum project [6] provides schools with a way of analyzing the alignment of their curriculum to Indiana's standards and assessments.

Helping students meet these high-level mathematics expectations is a demanding task, but the reward will be extraordinary: more students well-educated and well-prepared for success in an information-based economy.

*Michael Roach (mroach@doe.state.in.us) is a mathematics consultant at the Indiana Department of Education.*

#### FOOTNOTES:

- [1] Ready or Not: Creating a High School Diploma that Counts, available at [www.achieve.org/achieve/nsf/AmericanDiplomaProject?OpenForm](http://www.achieve.org/achieve/nsf/AmericanDiplomaProject?OpenForm)
- [2] IC 20-32-4, available at [www.in.gov/legislative/ic/code/title20/ar32/ch4.html](http://www.in.gov/legislative/ic/code/title20/ar32/ch4.html)
- [3] Frequently Asked Questions Concerning the Core 40 End-of-Course Assessments (ECAs) [doe.state.in.us/core40eca/faq.html](http://doe.state.in.us/core40eca/faq.html)
- [4] [www.indianastandardsresources.org](http://www.indianastandardsresources.org)
- [5] [www.doe.state.in.us/easa/mathscience](http://www.doe.state.in.us/easa/mathscience)
- [6] [www.doe.state.in.us/opd/sec](http://www.doe.state.in.us/opd/sec)

(JOHN MARSH continued from page 4)

to become authentic and spontaneous in relation to our world. The process of becoming more fully human should be education's ultimate aim.

#### Favorite quote

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has." *Margaret Mead*

"You must be the change you wish to see in the world." *Gandhi*

#### What are you reading at the moment?

Cultural Proficiency by Lindsey, Robins & Terrell

The Soul of Christianity by Huston Smith.

#### What is unique about your school, corporation, or company?

Floyd Central High School is unique in that it is a "rurban" school community with a strong commitment to success and an IPLA maxim that always asks, "As good as you are, how can you be better?" That drive for success and improvement has resulted in numerous curricular, co-curricular and extra-curricular programs with state, national and even international recognition. One-third of our students are involved in the performing arts programs and that adds a real sense of uniqueness as well.

(continued from page 1)

### 1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimates its effects. The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects.

This evidence supports the present widespread interest in improving leadership as a key to the successful implementation of large-scale reform.

### 2. Leadership effects are usually largest where and when they are needed most.

Especially when we think of leaders in formal administrative roles, the greater the challenge the greater the impact of their actions on learning. While the evidence shows small but significant effects of leadership actions on student learning across the spectrum of schools, existing research also shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.

These results, therefore, point to the value of changing, or adding to, the leadership capacities of underperforming schools as part of their improvement efforts or as part of school reconstitution.

For more information on this and other articles on educational leadership, please visit The Wallace Foundation website at [www.wallacefoundation.org](http://www.wallacefoundation.org).

## Special Alumni Event

**Steve Barone "The Last Five Feet"**  
**April 24th, 2006 9:00 A.M. to 3:00 P.M.**

Name: \_\_\_\_\_

IPLA Group #: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

\$50 (Checks Only, made payable to IPLA Alumni)

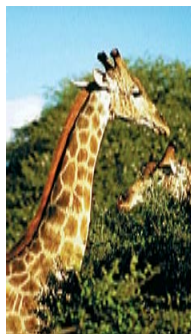
Send payment to Troy Watkins at:

99 Crestview

Greenwood, IN 46143

If you have any questions email Troy at:

[twatkins@gws.k12.in.us](mailto:twatkins@gws.k12.in.us)

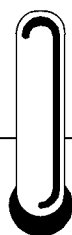


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available @ \$50 each. Register at [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

**November 14-15, 2005** Groups 41 and 42 Sessions

Sheraton Indianapolis Hotel and Suites

**January 23-24, 2006** 16<sup>th</sup> Annual IPLA Winter Conference

Sheraton Indianapolis Hotel and Suites

**February 14-15, 2006** Groups 41 and 42 Sessions

Sheraton Indianapolis Hotel and Suites

**March 3rd** Bob Knowling – Wallace Foundation

Cultural Competency Summit

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